



General Assembly

January Session, 2007

***Raised Bill No. 1405***

LCO No. 5388

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Referred to Committee on Education

Introduced by:  
(ED)

***AN ACT CONCERNING INTERVENTION MODEL FOR SCHOOLS IN  
NEED OF IMPROVEMENT AND CONCERNING URBAN EDUCATION.***

Be it enacted by the Senate and House of Representatives in General Assembly convened:

1       Section 1. (*Effective July 1, 2007*) Each local or regional board of  
2       education with jurisdiction over an elementary or middle school that  
3       fails to make adequate yearly progress based on whole school  
4       academic achievement in math, reading, or both, as determined under  
5       the state-wide accountability plan adopted under section 10-223e of the  
6       general statutes for two consecutive years, shall reorganize such school  
7       to provide that:

8       (1) (A) The school be organized in academies, each containing a  
9       maximum of one hundred seventy-five students divided into different  
10      classes based on grade. (B) Each academy include all grade levels at  
11      the school. (C) Students be randomly assigned to academies. (D) The  
12      academies have different themes but the curriculum be the same in all.

13      (2) (A) The school principal appoint a teacher as team leader for  
14      each academy based on evaluations pursuant to section 10-151b of the  
15      general statutes. (B) Team leaders not be teacher supervisors, but be

16 literacy, math or science specialists. (C) Team leaders work with the  
17 school's regular classroom teachers to: (i) Plan lessons; (ii) look at  
18 student data; (iii) work with small groups of students; (iv) provide  
19 model lessons; and (v) plan school and academy-wide activities.

20 (3) Each class in each academy have a ninety-minute math block and  
21 a two hour literacy block every day.

22 (4) Each student in the school have an individual education plan  
23 that incorporates the student's personal reading plan if the student is  
24 required to have a reading plan pursuant to section 10-265g or 10-265l  
25 of the general statutes, provided any child with an individual  
26 educational program developed pursuant to section 10-76d of the  
27 general statutes, follows such program.

28 (5) All teachers in the school of the same grade level meet weekly to  
29 plan lessons.

30 (6) Teachers meet daily in teams based on grade level to plan  
31 lessons.

32 (7) Teachers meet once a week with the team leader and the school  
33 principal to look at student work and data, evaluate instruction and  
34 make adjustments and changes in instruction.

35 (8) Students receive regular assessments, including short assessment  
36 tests every two weeks, that evaluate short-term progress and district-  
37 wide assessment tests every six weeks that evaluate a student's  
38 progress toward long-term objectives.

39 (9) Any child who is falling behind based on assessments conducted  
40 under subdivision (8) of this section be the subject of a meeting with  
41 teachers, school principal and parents.

42 Sec. 2. Section 10-266p of the general statutes is amended by adding  
43 subsection (h) as follows (*Effective July 1, 2007*):

44 (NEW) (h) Each local or regional school district that receives a grant  
45 in accordance with this section shall use an amount equal to or greater  
46 than twenty-five per cent of such grant to provide advance placement  
47 courses at each high school in the district.

48 Sec. 3. (NEW) (*Effective July 1, 2007*) The School of Education at The  
49 University of Connecticut, in collaboration with the Department of  
50 Education, shall establish an educational service-delivery center to  
51 foster collaboration among educational professionals to provide field-  
52 based school improvement assistance. The purpose of such center shall  
53 be to increase collaboration between school personnel and university  
54 faculty specializing in educational research and to provide expertise  
55 and assistance to schools and school districts across the state with  
56 priority given to those schools identified as in need of improvement  
57 pursuant to section 10-223e of the general statutes and in conformance  
58 with the No Child Left Behind Act, P.L. 107-110. The center shall: (1)  
59 Develop strategies and programs to reduce the achievement gap  
60 among school children; (2) provide assistance to school districts in  
61 implementing research-based system-wide strategies to improve  
62 school workplace and learning environments and to enhance positive  
63 student behavior; (3) identify and evaluate educational reforms  
64 designed to increase student achievement including, but not limited to,  
65 legislatively established pilot programs, charter schools and other  
66 innovative programs, assess such reforms' potential transferability to  
67 other school settings and disseminate findings and best practices to  
68 practitioners and policy makers in the state; (4) develop, disseminate,  
69 and assist in the implementation of smaller school settings,  
70 CommPACT schools, as defined in section 4 of this act, and other  
71 research-based school reform strategies for which a documented body  
72 of literature indicates success in improving student achievement; (5)  
73 work to develop and disseminate strategies to help schools and school  
74 districts improve access to support services and increase the number of  
75 community role models available to students to, including, but not  
76 limited to, increasing the number of tutors and mentors available to  
77 students and opportunities for students to participate in workplace

78 experiences; (6) work to develop and disseminate strategies to increase  
 79 parental involvement in school activities and school-level decisions  
 80 affecting their children; (7) develop, disseminate and help implement  
 81 strategies for improving the use of school schedules with the goal of  
 82 increasing instructional time and opportunities for teamwork and  
 83 collegiality among staff; (8) develop and assist in implementing school  
 84 improvement teams consisting of experienced principals and teachers  
 85 who will advise and assist schools requiring corrective action pursuant  
 86 to the requirements of the No Child Left Behind Act, P.L. 107-110, on  
 87 ways to improve student achievement in such schools; (9) develop and  
 88 assist implementing strategies to assist districts in attracting and  
 89 retaining a uniformly high-quality and more diverse teacher,  
 90 paraprofessional and administrator workforce and provide research-  
 91 based professional development programs to continually improve  
 92 professional practice; and (10) evaluate such center's field-based  
 93 practices and experiences and provide for the dissemination of such  
 94 practices and experiences to other schools and districts in the state.

95       Sec. 4. (NEW) (*Effective July 1, 2007*)(a) The Commissioner of Higher  
 96 Education, in consultation with the Commissioner of Education, The  
 97 Board of Trustees for The University of Connecticut and the Boards of  
 98 Trustees of the Community-Technical Colleges and the Connecticut  
 99 State University System, and the Connecticut Conference of  
 100 Independent Colleges, shall establish a Teach-One competitive grant  
 101 program available to institutions of higher education, entities affiliated  
 102 with such institutions and nonprofit organizations to provide funds  
 103 connecting children in priority and transitional school districts  
 104 pursuant to section 10-266p of the general statutes, as amended by this  
 105 act, to trained volunteer tutors and mentors, including, but not limited  
 106 to, students attending institutions of higher education in Connecticut.

107       (b) Applicants for grants provided pursuant to subsection (a) of this  
 108 section shall apply to the Commissioner of Higher Education at such  
 109 time and in such manner as the commissioner prescribes. In  
 110 determining whether to award an applicant a Teach-One tutoring

111 grant, the commissioner shall consider, at a minimum, whether an  
112 applicant's plan: (1) Can exhibit a commitment from one or more  
113 priority or transitional school districts, pursuant to section 10-266p of  
114 the general statutes, as amended by this act, to collaborate with the  
115 applicants to connect tutors and mentors to children in such districts;  
116 (2) provides for the long-term sustainability of the proposed tutoring  
117 program; (3) provides for the training of tutors in methods of teaching  
118 and appropriate interaction between students and tutors; (4) includes a  
119 commitment by a host institution of higher education to provide  
120 supplemental funding or other resources instrumental in the long-term  
121 sustainability of the proposed program; (5) includes strategies for  
122 coordinating with service learning, work study, or other stipend or  
123 volunteer-based student programs available through a host institution  
124 of higher education; (6) includes a mentoring program; (7) includes  
125 strategies for engaging volunteers from the business community to  
126 participate as tutors and mentors; (8) includes strategies for engaging  
127 retired professionals or other senior citizens as tutors and mentors; and  
128 (9) can provide priority and transitional districts, pursuant to section  
129 10-266p of the general statutes, as amended by this act, tutoring  
130 services that could qualify as supplemental services pursuant to the  
131 No Child Left Behind Act, P.L. 107-110.

132 Sec. 5. (NEW) (*Effective July 1, 2007*) (a) For purposes of this section,  
133 "CommPACT school" means a public nonsectarian school that is (1)  
134 authorized and funded by a local or regional board of education to  
135 operate as a local public school subject to provisions of chapter 170 of  
136 the general statutes, (2) operated autonomously from such local or  
137 regional board, except in certain matters regarding collective  
138 bargaining agreements, (3) organized by a governance council  
139 consisting of representatives of the community served by the school,  
140 parents of students who would be served by such school, students  
141 who attend or will attend such school, and teachers and administrators  
142 who are employed or will be employed by such school, and (4) a  
143 public agency for purposes of the Freedom of Information Act, as  
144 defined in section 1-200 of the general statutes.

145 (b) The Commissioner of Education shall establish a CommPACT  
146 school start-up grant program to provide planning, development and  
147 start-up funding to districts authorizing newly formed CommPACT  
148 schools located in priority school districts pursuant to 10-266p of the  
149 general statutes, as amended by this act.

150 (c) Applicants for grants provided pursuant to subsection (b) of this  
151 section shall apply to the Commissioner of Education at such time and  
152 in such manner as the commissioner prescribes. In determining  
153 whether to award an applicant a CommPACT school start-up grant,  
154 the commissioner shall consider, at a minimum, the following factors:  
155 (1) The school governance and procedures for the establishment of a  
156 governing council that (A) includes representatives from the  
157 community served by the school, teachers, administrators and students  
158 participating or expecting to participate in the school, and parents and  
159 guardians of students enrolled or expected to be enrolled in the school,  
160 (2) the student admission criteria and procedures to promote a diverse  
161 student body and ensure that the school complies with the provisions  
162 of section 10-15c of the general statutes and that the school does not  
163 discriminate on the basis of disability, athletic performance or  
164 proficiency in the English language, provided the school may limit  
165 enrollment to a particular grade level or specialized educational focus  
166 and, if there is not space available for all students seeking enrollment,  
167 the school may give preference to siblings but shall otherwise  
168 determine enrollment by a lottery, and (3) whether the planned  
169 CommPACT school is organized to reform a school in need of  
170 improvement pursuant to the No Child Left Behind Act, P.L. 107-110,  
171 or reduce the risk of a school receiving such designation based on such  
172 school's annual yearly progress as defined in said act.

173 (d) Within available appropriations, grants shall be awarded to  
174 successful applicants in an amount up to three hundred dollars for  
175 each student proposed to be enrolled in such school. If there are not  
176 sufficient funds to provide grants to all eligible applicants, the  
177 commissioner shall prioritize grants to applicants establishing schools

178 identified as in need of improvement pursuant to the No Child Left  
179 Behind Act, P.L. 107-110.

180 (e) For purposes of carrying out the provisions of this section, a  
181 CommPACT school may accept private donations to supplement its  
182 educational program provided such donations shall in no way limit  
183 the scope of program grants pursuant to this section.

184 Sec. 6. (NEW) (*Effective July 1, 2007*) (a) The Commissioner of  
185 Education shall establish a teacher-mentor pilot grant program  
186 available to priority school districts pursuant to section 10-266p of the  
187 general statutes, as amended by this act, to increase teacher quality  
188 and retention and enhance the beginner educator support and training  
189 program under section 10-220a of the general statutes by  
190 implementing innovative mentoring and coaching strategies available  
191 to new teachers.

192 (b) Applicants for grants provided pursuant to subsection (a) of this  
193 section shall apply to the Commissioner of Education at such time and  
194 in such manner as the commissioner prescribes. Applicants awarded a  
195 grant under this section shall include in their applications: (1) A  
196 description of how the proposed mentoring program would  
197 differentiate or supplement current beginner educator support and  
198 training mentor practices; (2) evidence that the proposed program is  
199 guided by research-based strategies for improving teacher mentoring;  
200 (3) an agreement with the center established pursuant to section 3 of  
201 this act to collaborate on the development and, if applicable, the  
202 implementation of innovative mentoring and professional coaching  
203 strategies; and (4) a plan for identifying, measuring, evaluating and  
204 reporting on program outcomes.

205 (c) Not later than July 1, 2008, grant recipients shall submit to the  
206 Department of Education a report on the performance of the pilot  
207 program based on the evaluation required under subdivision (4) of  
208 subsection (b) of this section.

209 (d) Not later than October 1, 2008, the Commissioner of Education  
 210 shall, in accordance with the provisions of section 11-4a of the general  
 211 statutes, submit a report to the Governor and the joint standing  
 212 committee of the General Assembly having cognizance of matters  
 213 relating to education on the outcomes of the pilot program pursuant to  
 214 this section. The report shall include recommendations concerning: (1)  
 215 Improving or reforming the beginner educator support and training  
 216 program under section 10-220a of the general statutes and addressing  
 217 accountability of such program; (2) whether such pilot program should  
 218 be continued, expanded or otherwise used to improve teacher quality  
 219 and retention in urban districts; and (3) the transferability of pilot  
 220 program strategies to other districts regardless of their status as a  
 221 priority school district pursuant to section 10-266p of the general  
 222 statutes, as amended by this act.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2007</i>	New section
Sec. 2	<i>July 1, 2007</i>	10-266p
Sec. 3	<i>July 1, 2007</i>	New section
Sec. 4	<i>July 1, 2007</i>	New section
Sec. 5	<i>July 1, 2007</i>	New section
Sec. 6	<i>July 1, 2007</i>	New section

***Statement of Purpose:***

To establish an intervention model for schools in need of improvement, to provide that priority school districts use twenty-five per cent of the grant money they receive as priority school districts for the provision of advanced placement courses and to enhance opportunity and workforce preparedness in our urban school systems.

*[Proposed deletions are enclosed in brackets. Proposed additions are indicated by underline, except that when the entire text of a bill or resolution or a section of a bill or resolution is new, it is not underlined.]*